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ABSTRACT

Written for prospective and practicing teachers, this book is built on two major premises: firstly, that there are two broad categories of learners--inductive or traditional learners and noninductive or nontraditional learners; and secondly, that in order to prevent or remediate failure, all reading curricula must be modified to meet the needs of children, with daily observation of children and the continual changing of materials and instruction based on observed needs. The text has two major divisions: diagnosis and correction. The first five chapters discuss both formal and informal diagnosis, as follows: (1) A Definition of Diagnosis; (2) Correlates of Reading Failure; (3) Formal Reading Diagnosis; (4) Informal Reading Diagnosis; and (5) The Poor Reader: Child of Concern. Ensuing chapters deal with a wide variety of corrective measures, as follows: (6) Effective Instruction and Remediation; (7) Utilizing Methods of Reading Instruction; (8) Neurolinguistic Applications for Teaching Reading; (9) Remediating Skills in Comprehension; (10) Remediating Skills in Phonic Analysis; (11) Remediating Skills in Sight and Meaning Vocabulary; (12) Remediating Skills in Language; (13) Diagnostic and Remedial Instruction Models; (14) Motivating Children to Read; and (15) Linking Learning with Instruction. Five appendixes cover award winning books, high interest-low vocabulary materials, magazines for children, predictable print books, and nonfiction books and series. (SR)

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